Texas Education Agency

Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	*Place date stamp here.*
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	*(RECEIVED TEXAS EDUCATION AGENCY 2016 MAR 29 PM 2:36 stamp)*
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
The Chocolate MINT Foundation	057906		N/A
Vendor ID #	ESC Region #		DUNS #
12715890534	Region 10		838744865

Mailing address		City	State	ZIP Code
201 Executive Way		DeSoto	TX	75115

Primary Contact

First name	M.I.	Last name	Title
Felicia		Frazier	President & Executive Director
Telephone #	Email address		FAX #
972-224-7200	Felicia.frazier@thechocolatemint.org		972-755-4910

Secondary Contact

First name	M.I.	Last name	Title
Shaniqua	D	Rischer	Development Director
Telephone #	Email address		FAX #
972-224-7200	srischer@thechocolatemint.org		972-755-4910

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Felicia	Frazier	President/Executive Director
Telephone #	Email address	FAX #
972-224-7200	felicia.frazier@thechocolatemint.org	972-755-4910

Signature (blue ink preferred)   Date signed

(signature)   March 28, 2016

Only the legally responsible party may sign this application

701-16-102-160

	Schedule #1—General Information (cont.)	
County-district number or vendor ID: 12715890534		Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD): 01/01/16	End date (MM/DD): 12/31/16
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: **X**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X	I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Things have not changed much in Dallas County and our students need expanded after-school tutoring to improve academic performance, as well as special programs to inspire desire to learn, build confidence and self-esteem. With the introduction of end of grade testing and an emphasis on writing and reading, some of our students have improved, but we are not where we should be.

In virtually the Texas Department of Public Instruction Educational and Statistical reports in terms of poverty, income levels, and educational achievement, DeSoto Independent School needs an extended day program to improve academic achievement for students. Although the graduation rate is an alarming 82%, the school district is a noticeable amount of students do not graduate. Relative to the Texas graduation rate, DeSoto Independent School is falling behind. The county per capital income is $27,194, ranking 87* in the state. Poverty, illiteracy, and isolation spawn problems including juvenile crime which is increasing at alarming rates due to cultural isolation, poverty, and lack of educational activities in the summer.

Over 90% of the elementary students receive "Free or reduced Lunch". All four middle schools were listed as the state's low performing schools and the dropout rates "exceed the state average" . Only 12% of students scored AT or ABOVE the proficiency level. In the report (PEMIES), the high schools are performing BELOW state proficiency levels in MATHMEMATICS, SCIENCE and ATTENDANCE. High numbers of graduates are not completing courses for college admission. Below is a table that demonstrates the need of an educational program that closes the gap between at risk youth and the academics.

	Population	Median Income	Housing value	Unemployment Percent	Less than High School diploma	Poverty rate	African American Percent
DeSoto, TX	49,047	$58,711	$58,100	4.9%	18%	12%	82.1%
Dallas County	2,553,385	$49,925	$44,836	4%	34.6%	19%	22.3%
Texas	27,469,114	$52,576	$108,300	6.4%	21.9%	17.2%	12.5%

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Chocolate MINT Foundation proposes to serve 150 youth, ages 5-13 in grades K-5, (and their parents), who have older siblings that are teen parents and/or who have been determined by school officials, social services, or other youth serving agencies and organizations as at-risk. At-risk indicators will include but not be limited to poor school attendance, poor academic performance, school suspension and/or expulsion, involvement with the juvenile justice system, enrollment at other youth serving agencies and out-of-school status and an older sibling who is a teen parent. These youth all have similar characteristics including but not limited to conduct problems, academic failure, and early and persistent behavior problems, negative attitudes toward authority figures, and low self-esteem and family management problems.

This project is designed to offer intervention services to at-risk youth and their families. Structured after-school activities (along with later summer activities) will focus on increasing the academic competencies, leadership potential and world of work preparedness of these youth (High/Scope/Perry Study). Specific activities include academic remediation/tutorial sessions, computer literacy, financial literacy, instruction, career exploration, Science, Technology, Engineering, Arts, and Math (STEAM) instruction and a boxing enrichment component. In addition, parents will be offered a parallel set of activities designed to help them reinforce the messages their child is receiving, thereby strengthening the family environments of participating youth.

Based on statistics from the United States Department of Education, 50% of students who drop out of school do so by the 10th grade, while 20% dropout by the 8th grade. With these staggering numbers, it is imperative that dropout prevention programs be developed to supplement what the school system is currently doing to address the problem, and to provide an unconventional method of dealing with teens and adolescents in the affected age group. With assistance from the school upon entry into the after school program a profile will be completed for each student. The profile will include basic demographic information, where the student is academically, their record of attendance as well as any expulsions or suspensions. The profile will also include data as it relates to their social background and any disciplinary problems they have had in the past 12 months including the current school year. The Chocolate MINT Foundation will also work with the court system and local law enforcement for students who may be on probation. The idea is for students in this situation to be required to attend a program such as The Chocolate MINT Foundation after school learning center to keep them from repeating an offense and focusing on improving their academic and social stance.

Students who are working at Levels 1 or 2 may need additional assistance outside the regular instructional day to meet or exceed local and state standards. This report confirms that after school instruction and tutorials significantly impacted the performance of students who chose to participate.

Strengthening the academic readiness and leadership skills of at-risk youth will significantly reduce academic failures, dropout and teenage pregnancy rates in the area. Economically disadvantaged youth generally have low self-esteem and lower expectations for the future and are less likely to invest significant effort in school, thus doing more poorly. The academic and personal development components address this reality. Enhanced educational achievement and leadership capacity increases a person's self-worth, independence, and the overall contribution that person can make as a citizen in the community.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 12715890534			Amendment # (for amendments only):		

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$298,180	$12,900	$311,080
Schedule #8	Professional and Contracted Services (6200)	6200	$43,368	$0	$43,368
Schedule #9	Supplies and Materials (6300)	6300	$7,396	$0	$7,396
Schedule #10	Other Operating Costs (6400)	6400	$14,000	$0	$14,000
Schedule #11	Capital Outlay (6600)	6600	$2,750	$0	$2,750
	Consolidate Administrative Funds			☐ Yes **X** No	
Total direct costs:			$365,694	$12,900	$378,594
8% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			$365,694	$12,900	$378,594

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$0	$0

Administrative Cost Calculation	
Enter the total grant amount requested:	$378,595
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$18,930

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 12715890534		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher	7	0	$87,713
2 Educational aide	3	0	$27,750
3 Tutor	0	0	$
Program Management and Administration			
4 Project director (required)	1	0	$47,000
5 Site coordinator (required)	N/A per #Centers & Feeders	0	$
6 Family engagement specialist (required)	1	c	$25,995
7 Secretary/administrative assistant	1	0	$24,960
8 Data entry clerk	0	0	$
9 Grant accountant/bookkeeper	1	0	$9,900
10 Evaluator/evaluation specialist	1	0	$3,000
Auxiliary			
11 Counselor	0	0	$
12 Social worker	0	0	$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Facilities Coordinator	1		$13,500
20 Food Service Worker	1		$19,063
21 Drivers	2		$8,550
22		Subtotal employee costs:	$267,431
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$4500
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$39,149
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$43,649
29 **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$311,080

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	$25,800
	Lease of building space for afterschool and summer camp programs	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		$
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b. Subtotal of professional and contracted services:		$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		$17,568
(Sum of lines a, b, and c) Grand total		$43,368

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 12715890534	Amendment number (for amendments only):

	Expense Item Description	Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	$7,396
	Grand total:	$7,396

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 12715890534	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$7,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$7,000
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$
	Grand total:	**$14,000**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 12715890534		Amendment number (for amendments only):		
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$500
66XX—Computing Devices, capitalized				
2	Laptop Computers	2	$750	$1500
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12	Literacy Curriculum	150	$5	$750
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$2,750**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 12715890534			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			150	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	111	74%	Attendance rate	97%
Hispanic	32	21%	Annual dropout rate (Gr 9-12)	N/A
White	5	3%	Students taking the ACT and/or SAT	N/A
Asian	2	1%	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	120	80%	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	18	12%	Students classified as "at risk" per Texas Education Code §29.081(d)	39%
Disciplinary placements	0	0%		

Comments

Data taken from average percentage based on four identified feeder schools from the Texas Academic Performance Report. This was then applied to the expected number of grant enrollees (150). Based on past data of students served in our at-cost after school program offered in the 2014-2015 school year, 91% of our students were economically disadvantaged.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	81	56%	No degree	0	0%
Hispanic	14	10%	Bachelor's degree	99	69%
White	43	30%	Master's degree	45	30%
Asian	1	<1%	Doctorate	1	<1%
1-5 years exp.	36	25%	Avg. salary, 1-5 years exp.	$46,027	N/A
6-10 years exp.	37	26%	Avg. salary, 6-10 years exp.	$48,616	N/A
11-20 years exp.	42	29%	Avg. salary, 11-20 years exp.	$51,244	N/A
Over 20 years exp.	20	14%	Avg. salary, over 20 years exp.	$59,366	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		25	25	25	25	25	25								
Open-enrollment charter school													,		
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		25	25	25	25	25	25								

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to the Afterschool Alliance, which chronicled more than a decade of research on how children spend the hours after school ends and before parents return from work, the demand for after school programs has grown. As of June 2015, 10.2 million children participate in after school programs; however more than 19 million more students would participate if the program was available and affordable. With summer school programming, "the demand for summer programs exceeds the current rate of participation with 51% of families reporting that they would like their children to participate. (After school Alliance, Summer Learning Program Fact Sheet, June 2015)."

For African-American and Hispanic children, there is an even greater need for after school and summer programs. African-American children are twice as likely to participate in an after school program as Caucasian children. Yet, the demand for such programming is higher with a reported 18 percent more who are unsupervised and not currently in after school or summer programs, but would be if one was available. For Hispanic children, that number is even higher with a reported 29 percent enrolled in after school care. (Afterschool Alliance, American After 3PM, June 2015)

Working parents need an affordable after school care option and The Chocolate MINT Foundation provides that at a lower rate than area programs and uses a STEAM focused curriculum with a mentoring and boxing enrichment component for at-risk students.

Upon starting in 2009, The Chocolate MINT surveyed key individuals in the community and identified that the biggest need was the lack of youth center. The children in Desoto didn't have a place in the community to engage in educational and recreational activities. Although the city has a Rec center, an expansion project for an apartment complex caused the student to lose access to the center. The City of Desoto had 76% students economically disadvantaged with no outlet for rehabilitation. The Chocolate MINT Foundation built out a 17k square foot facility as a safe haven for children in the community addressing the social economic disadvantaged and educational issues students faced

During the 2014-2015 school year, the Chocolate MINT served approximately 100 children and youth in its' after school program. Of that, 92% of the students were African-American, 6% Hispanic and 2% White, 91% met the federal poverty guidelines and 71% of the students had improved grades upon entry into the program and maintained the improvement throughout the academic year.

The Chocolate MINT evaluates its programs through a variety of measures. Students' report cards help track grades and attendance every six weeks. Internal testing measures also track academic progress during tutoring. Students participate in mentoring and our boxing components, which has shown to positively impact those with behavioral issues as it allows students to release aggression in a positive manner, while promoting an active lifestyle. Students are given a pre- and post-survey to measure how they are better able to cope with aggression, stress, and other life issues that manifest themselves in behavioral issues.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 12715890534		Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Language and Literacy Development	Action Step Title: Pre, Ongoing, and Post Assessments Action Step Description: Analyze student's personal performance toward the learning standards and class course/program goals.
2.	Increase parental involvement through programs and activities.	Establish a Community of Learners and Leaders Action Steps Description: Gather student/community data. Implement community service projects. Engage families as a resource for learning. Establish positive communication with families. Explore cultural identity.
3.	Alter student's responses to risk factors (poverty, crime, violence) in school and the community.	Action Step Title: Resilience Action Step Description: Resilient students exhibit social competence, problem –solving skills, and a sense of the future through educational forms, awareness, and instructional conversations.
4.	Increase interest in STEAM professions and establish a community of Learners and Leaders in the STEAM field. Also increase academic knowledge set for math and science.	Action Title: Contextualization Action Step Description: Connect teaching and curriculum to the experiences, values, knowledge and needs of the students, community, and nation.
5.	Build on student's unique interests by incorporating authenticity in the curriculum.	Action Step Title: Idea Generation Action Step Description: Incorporate curriculum and activities that draw on student's lives and experiences.

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Schedule #14—Management Plan	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Responsible for all youth services program functions funded by 21st Century ACE grant, including implementation and performance. Track and report program progress to Grantor, Executive Director and Board of Directors. Oversee staff and training development. Hire and all program manage staff. Evaluate programs annually for viability and sustainability. Bachelor's Degree in education or related field; Master's Degree preferred.
2.	Site Coordinator(s)	N/A due to number of centers/feeder schools per grant application.
3.	Family Engagement Specialist	Establish and cultivate strong relationships with Community Partners and local agencies. Recruit students and parents to program. Maintain parent training academy and literacy programs. Prior community experience required; min. 5 years. Associate's Degree or higher
4.	Teachers	Develop learning plans for each student, provide individual instruction to students, organize planned activities, assist with homework, and serve as a mentor to participants in the program. Min. 5yrs teaching experience. BA Degree; Teacher Certification Required.
5.	Teacher Aide	Provide administrative support to the teacher, escort children to and from classrooms, take attendance, assist and/or tutor children with homework, and assist in compiling and disseminating assessments of students' progress. Min. 5yrs. experience working with kids.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Program Preparation Recruit Participants	1.	Hire all program staff including FE Specialist	08/01/2016	09/01/2016
		2.	Market, advertise, and recruit students for afterschool	08/01/2016	10/01/2016
		3.	Work w/Community Board/Council	08/01/2016	09/01/2016
		4.	Secure and Meet with Program Evaluator	09/01/2016	09/01/2016
		5.	Parent Academy/Training workshop	10/13/2016	10/13/2016
2.	Program Implementation	1.	Implement community literacy program for families	10/01/2016	05/15/2017
		2.	Student Language & Literacy Assessment	09/20/2016	10/01/2016
		3.	Parent Academy/Training workshop	12/01/2016	12/02/2016
		4.	Community Outreach – Candyland Event	12/16/2016	12/16/2016
3.	Mid-Semester Review and Assessment	1.	Participant Assessment	01/10/2017	01/12/2017
		2.	Mid-Grant Evaluation & Goal Assessment	01/01/2017	01/31/2017
		3.	Parent Academy/Training workshop	02/09/2017	02/09/2017
4.	End of Year & Summer School Recruitment	1.	Student Progress and Assessment	03/01/2017	03/31/2017
		2.	Begin Summer School Planning and Recruitment	03/01/2017	05/15/2017
		3.	Parent Academy/Training workshop	04/13/2017	04/13/2017
		4.	Determine ACE grant sustainability	03/01/2017	03/31/2017
5.	Evaluation/ Resubmission	1.	Parent Academy/Training workshop	06/15/2017	06/15/2017
		2.	Student/Parent Surveys Assessment	07/01/2017	07/31/2017
		3.	Community Feedback Assessment	07/01/2017	07/31/2017
		4.	Independent Evaluation	07/01/2017	07/31/2017
		5.	Report Submission	07/29/2017	07/29/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Programmatic evaluation involves gathering information from program participants, parents, agency staff, and community partners to ensure that program goals are being met. An implementation evaluation process will be utilized so that any changes to the original project goal and objectives can be implemented during the life of the project, not only to insure effectiveness, but also to take advantage of any opportunities that arise to improve the program and its overall impact within the community.

Progress towards goals are determined by measuring the quantity and quality of services provided. The quantity of services provided will be ascertained by calculating the number of hours of academic enrichment provided, the number of personal/leadership skills training provided, the number of hours mentors spend with the youth, the number of health screenings conducted, and the number of parent session hours conducted. Quality of services will be determined through program participant satisfaction forms that will question the accessibility and friendliness of the services as well as more detailed survey forms and questionnaires that will determine the relevance of the service and the exact skills learned. Measuring tools will include but not be limited to school attendance and academic records, program attendance sheets, programmatic tally sheets, pre and post testing, and interviews with school and project staff and the youth participants and their parents.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability involves community capacity building and stresses the need to target entire communities, not just individuals, for education activities. It also underscores the fact that widespread behavioral change must build capacity in communities to become active participants in all stages of the change process. We fully anticipate that our program will be sustainable beyond the funding period because of key features: program design and implementation; organizational history, and community involvement. First, the program builds on existing successful programs such as the the comprehensive flocabulary curriculum. We will use a peer educator model, which has demonstrated success not only nationally, but in the specific communities targeted in this program. Second, The Chocolate MINT Foundation is well integrated into the community with strong leadership that has exhibited a commitment to sustainability. Our mission is consistent with the goals of the project and as a familiy resource center we have been able to meet some of the needs of the citizens in DeSoto. This grant will further allow us to meet those needs. As a nonprofit, that works with parents and community partners, we anticipate that by involving the broader community in the planning, implementation and evaluation of the project, they will have a vested interest and a sense of ownership of it. Community participation increases overall community capacity and improves sustainability.

The Chocolate MINT Foundation will continue to solicit support and form collaborations with its community, including private and public schools, as well as faith based institutions. With Dallas County's strong history of giving and philanthropy, The Chocolate MINT Foundation will continue to solicit funds from individuals, corporate and foundations to sustain the program beyond the grant period. The organization will continue to utilize in-kind services and contributions from faith based institutions and local corporations to assist with material & supply purchasing. The organization is in the process of developing a diversified resource strategy to obtain future funding from private donors, foundations, corporations and government grants.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Secure Evaluator and Develop Logic Model and Assurances	1.	Review TEA's evaluation requirements and create a project plan for implementing the evaluation activities. Determine if additional data is needed.
		2.	Develop logic model and review the evaluation questions for tracking.
		3.	Sign Evaluator agreement; link personnel evaluation to monitoring results
2.	Implementation Practices: School Program Alignment Increase literacy, language, math, and science retention	1.	Best practices for implementation
		2.	Feeder school personnel and ACE personnel meetings. Ensure personnel are aware of program for each feeder school.
		3.	Mid grant assessments and review; student progress report.
3.	Outputs: Activities and Participation; At least 50% of Parents engaged in parent activities	1.	Ensure outcomes are appropriate and program implemented in alignment with specified goals.
		2.	Access if targeted students attending and engaged with the program.
		3.	Activity attendance, parent attendance, and overall participation.
4.	Final Reporting	1.	Review prior surveys and administer final round of student, parent, and teacher surveys.
		2.	Develop the final report in addressing the required evaluation questions and links student outcomes to program objectives. Submit Report.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluation will be on-going throughout the life of the project and will include internal outcome evaluation to provide information for continuous improvement as well as an external evaluation. Every effort will be made during the on-going evaluation of the project to ensure that project activities are making the greatest impact. The Project Director will be responsible for coordinating project programmatic evaluation as well as any project activity tracking system and progress reports as required.

The Chocolate MINT is able to track students' academic progress through the progress reports sent home via the school districts and the report cards sent every six weeks. By reviewing the progress reports, The Chocolate MINT's teachers and aides are better able to customize the tutoring to meet the needs of each child registered in the program, as well as track student attendance. Additionally, The Chocolate MINT has internal measures for tracking student academic progress through assessments and practice tests. This also serves as a guide to tutors and teachers regarding student achievement. Our assessments are modeled after the work of Dr. Jan Hasbrouck with the Quick Phonics Screener (QPS) which provides an informal diagnostic that is used to plan student's instructional program in basic word reading skills; the 2013-2014 Texas College Reading and Writing Project for primary assessment education (based on the research of Clay, M.M. (2000) Concepts About Print: *What have children learned about printed language?*); for our Math assessments we use PEARSON REALIZE™, which matches the assessments used by the DeSoto ISD School Districts. PEARSON REALIZE™ is also the assessment management system which creates the STAAR test utilized across the State of Texas.

For those students that participate in the boxing enrichment activity, they are given a pre-survey upon starting the program and a post-survey at the completion of each semester. The surveys track both parents' and students' assessment of personal growth, fitness, self-esteem, and the ability to cope with stress and other issues that contribute to behavioral issues.

Evaluation findings are available by request to the public by submitting an information request to the Project Director.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT Foundation seeks to contract with Dallas County schools for a school bus to pick-up from the largest feeder school to transport students to the after school program center. Additionally, The Chocolate MINT Foundation has certified drivers that transport students in vans that are owned and/or leased by The Chocolate MINT Foundation. The Chocolate MINT Foundation will provide bus monitors to assist the certified driver in carrying out their responsibility with respect to the safety of the students. Bus Monitors assist with loading and unloading of students, provides assistance to pupils if an emergency evacuation of the bus is required, and taking attendance for those on the bus.

Students are picked up from The Chocolate MINT Foundation by a parent/legal guardian or approved persons (prior notification required).

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will disseminate information through public forums, newsletters, flyers, radio and media and effective marketing strategies and word of mouth.

The Chocolate MINT also uses social media and our contact database to advertise programs. We have an online social media presence of over 1900 FB Page likes, an average weekly reach of 18k, and more than 1200 website hits per week. Our database has over 3k individuals who have either received services, volunteered, or have a community tie with The Chocolate MINT Foundation.

We will also utilize our parent advisory committee to assist in building relationships and partners with the community, as well as, disseminating information about the program. We partner with several faith based organizations in the community and are able to share information about services as well. Lastly, we attend various community fairs and public forums to present our program throughout the year.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although The Chocolate MINT has offered afterschool and summer camp programming before, through this grant we will be expanding services and making a greater impact. Our existing program impacted student achievement in several ways. The pre and post assessments provided information about students' performance, strengths, and weaknesses. As a result, teachers were able to develop and design lessons and activities to help raise student achievement. Students' grades increased significantly in the areas and Reading and Math at the end of the year. The Chocolate MINT Foundation has partnered with local law enforcement and clergy for mentoring with at-risk students. Our desired is to expand the mentoring and boxing enrichment program to all grade levels served as a preemptive means for behavioral issues. These measures are provided as an instrument to deter violence in school and the community, as well as address alcohol and drug use for minors.

Previously, we focused on Science, Technology, Engineering, Arts, and Math (STEAM) only during the summer. Our proposal desires to expand this focus through the entire school year as well to become a STEAM-centric site for all grade levels. STEAM. This new initiative will increase STEAM experiences and opportunities in the areas of Science, Math, Engineering, Arts, and Mathematics. Students will strengthen their skills and be better prepared to compete in the global market. Additionally, this will increase their knowledge of key areas such as science and math. This will reinforce classroom learning and prevent loss of knowledge during the summer months. To enhance our parent engagement, we desire to implement Parent Advisory form for feedback and improvement, as well as an informal advisory council. Parents who are actively engaged in the process of their child's education, research has proven student's achievement increases. We will also offer programs such as Family fun nights every other month to enhance and engage parents learning with their child. This will build both the skills and knowledge of the parent and the child. Finally, we have organized a boxing component to address health disparities and discipline in a constructive in a safe environment.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT Foundation works in conjunction with the DeSoto Police Department. Law Enforcement assists with at risk youth by addressing violence prevention, and drug and alcohol abuse training. Also, law enforcement serves as volunteer mentors with the boxing program. The boxing program is extended to grade levels as a method to prevent disruptive and sometimes violent behavior while providing discipline in a constructive manner.

Additionally, the DeSoto Police Department helps by identifying students with behavioral problems and referring parents to The Chocolate MINT as an alternate resource. The Desoto ISD Collegiate Academy provides student volunteers to The Chocolate MINT for peer tutoring and to assist with tasks as needed. Finally, the Texas Department of Agriculture, through the Feeding of America program with North Texas Food Bank supplies supplemental snacks to students in the program. Upon arrival to the after school program, students receive a snack prior to starting the daily activities of the program; some snacks are also provided during the summer to ensure children and youth in the community have access to food and healthy snacks.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research suggests early literacy has been demonstrated to improve student academic achievement. Researchers have called for rural schools to identify ways to improve teacher's pedagogical skills. One study examined the effects of implementing a highly structured explicit reading curriculum with implementation support and guidance for teachers. By the middle of kindergarten, students who received full exposure to the reading program (compared to students in cohort control groups with less exposures) had significantly higher dynamic indicators of Early Literacy Skills scores. These differences remained strong and significant through third grade with effect sizes that generally surpassed usual standards of significance (Kruel, 2013). Findings such as these illustrate how improving student achievement while accounting for the importance or early literacy as a predictor of future academic success.

Very few teacher and principal educational programs train individuals about how to create and sustain positive relationships with parents or how to encourage parent involvement; however, in low-performing schools when teachers are asked why students struggle, teachers often cite lack of parental involvement as a key contributing factor (Brooks, 2009). Students are more likely to bond with their teachers and learn from them when they see frequent, positive interactions between family members and school staff. These interactions demonstrate to students that school is important and that parents and teachers are working together to help students succeed (Brooks, 2009). Evidence of this public desire for community involvement is further provided by the increasing emergence of charter schools, many of which have an expanded role for citizen boards and community involvement that has at times expanded well beyond the systems found in most traditional public schools (Dunsworth & Billings, 2009). The National Parent Teacher Association embraced the notion of parent and community decision-making one of their standards for national school partnerships. Their fifth standard, "Sharing Power," states that "families and school staff are equal partners in decisions that affect children and families and together inform, influences, and create policies, practices and programs" (National Parent Teacher Association, 2012). Effective schools create an environment that is safe, orderly, and inviting for students and staff to work and learn. Such an environment is strongly associated with student achievement (Dunsworth & Billing, 2009). An effective school environment is one in which "teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extra-curricular activities" and where the staff is "committed to establishing and maintain appropriate student behavior as an essential precondition to learning. The use of STEM instructional strategies in education can be traced back to the seminal works of early constructionists. Integrative STEM education is grounded in the tenets of constructivism and the findings of three decades of cognitive science (Sanders, 2009). Piaget's work with the cognitive and effective development helped lay the foundation for constructivism. Constructivism is based on student's active participation in problem solving and critical thinking regarding a learning activity they find relevant and engaging. They are "constructing" their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs. Piaget's contribution can also be identified in the technology education classrooms, in which the focus is on problem-solving, project based learning, and collaborative group activities. Students do not work in isolation, but social interaction is encouraged. The use of integrative strategies in education helps to make learning relevant and meaningful thus students see connection to the real world. Although our program is inclusive of the arts, there are several documented components of an effective STEM program. The components are: a) potential for students engagement; b) degree of STEM integration; c) connections to non-STEM discipline; d) integrity of the academic content; e) quality of the cognitive task; f) connection to STEM careers; g) individual accountability in a collaborative culture; h) application of the engineering design process; and i) quality of technology integration (Banks, 2013). These components are aligned with methodological literature that uses STEM as a catalysts for change in the approach to the way instruction is delivered in the classroom.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The Chocolate MINT has existing partnerships with a number of agencies in the community. Some of our partnerships are with the DeSoto Independent School District (DeSoto ISD), North Texas Food Bank, Concord Church/Friendship West Baptist Church, City of Lancaster Park & Recreation, DeSoto Police & Clergy, and Grand Prairie Independent School District.

DeSoto Independent School District (DeSoto ISD) – A collaborative effort with DeSoto ISD that shares resources, including a student referral for after school program and STEAM Summer Camp. Also information sharing via testing and report cards for academic progress.

North Texas Food Bank – A collaborative effort where The Chocolate MINT serves as an extension site for the NTFB as a food pantry. Collaborates through shared resources, client referral, etc. This partnership allows for snacks to be provided for program participants

Concord Church/Friendship West Baptist Church – A collaborative effort that plans, hosts, and executes the annual Back-to-School fair in Southern Dallas County. Also serves as a referral source for parents within the DeSoto area.

City of Lancaster Park & Recreation – A collaborative effort with the City of Lancaster Parks & Recreation to place older youth students in summer jobs. Youth workers are hired through The Chocolate MINT and placed within the Parks & Rec department for on the job training and internships. During the summer, some of these interns will serve as teacher assistants.

Pep It UP! – A collaboration with a Pep It UP! To deliver quality parent engagement workshops and training for parents.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT Foundation, focused in southern Dallas County, After School & Summer STEAM program is unique as it focuses on two strategy areas, after school programing and the STEAM components. Metrics addressed are to increase the number of children in high quality early childhood learning programs; increase the number of students served by out of school programs aligned with school day curriculum; and increase the percentage of students that are successful in Math and Science. We have the goal of preparing students to graduate and succeed by building the foundation for success at an early age.

Our program seeks to enhance students' lives within a safe, fun and nurturing environment by providing a comprehensive after school and summer program focused on Science, Technology, Engineering, Arts, and Mathematics. Through the program, working parents rely on TCMF to assist with pick-up from school, academic tutoring, and improving student social behaviors.

The identified needs for a literacy and language program, STEAM focused learning, and behavioral changes are all outlined as resources to be provided by The Chocolate MINT Foundation.

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| **Schedule #16—Responses to Statutory Requirements (cont.)** ||
| County-district number or vendor ID: 12715890534 | Amendment # (for amendments only): |

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In a 2011 study "Making Summer Count" by the Rand Corporation, it was determined that "summer learning loss disproportionately affects low-income students. While all students lose some ground in mathematics over the summer, low-income students lose more ground in reading, while their higher-income peers may even gain. Most disturbing is that summer learning loss is cumulative; over time, the difference between the summer learning rates of low-income and higher-income students contributes substantially to the achievement gap".

Our after school and summer STEAM program is an avenue to close the achievement gap, keep kids safe, and build skills that will help them be successful in school, college, and beyond. Students without supervision after school and during the summer are some of the most vulnerable people in our society; at-risk academically, socially, and emotionally. We serve this large and vulnerable population with our programming, tutoring, and enrichment boxing.

In utilizing "Best Practices" along with mentoring and tutoring, "mini-workshops" will be held throughout the week and incorporated into the program's schedule. The focus will be to develop social skills such as finding alternatives to resolve conflicts, how to effectively communicate at all social levels, setting and achieving personal and career goals, and exploring potential careers and job opportunities. Other uses of "Best Practices" will be to use a hands-on approach to tutoring by having subject matter centers, research centers, and interactive team building centers. The subject matter centers will include general studies such as math, reading, science, and social studies. At times mentors will quiz the students on subjects and assignments both individually and in group settings. In group settings students will have to work together to find the solutions and answers. The research centers will be designed to get the student to actively engage in finding a topic of interest, developing questions surrounding the topic and utilizing various resources to find the answers. The career exploration component is designed to allow youth the opportunity to explore and research various career opportunities and help them gain the skills necessary to enter and flourish in the world of work. Outside guests including local elected officials, business and community leaders, law enforcement representatives, and military personnel will be invited to make presentations regarding their career choices, while also serving as role models.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers must fill out an application, interview with Project Director, and pass a Criminal Background check administered by the Volunteer Center of North Texas. Volunteers help youth with reading homework, computers, and other educational activities. They also greet visitors, perform light phone duties, mail sorting, clerical and special event support as needed.

Volunteers are also used to assist staff with planning fun/educational activities for kids while maintaining a high standard of integrity and professionalism. All volunteers must display a positive nonjudgmental attitude toward youth and show genuine concern and sensitivity to the issues affecting the disadvantaged.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The Chocolate MINT Foundation has a Director of Development that is tasked with identifying grants and soliciting funds for program continuation. Along with the Board, each year a minimum fundraising goal has been set. With the receipt of the 21st Century Texas ACE Grant, our programs will be open to the community at no-cost. This aligns with the original goal of the organization.

With a proven model, continuation funding will be identified and pursued from individuals, corporations, and foundations. State and Federal funding will also be sought to continue the work done by The Chocolate MINT Foundation; there are several opportunities available for nonprofit programs focused on early childhood education, STEM education, and at-risk students.

Fundraising is a continuous effort which ensures program sustainability. Fundraising for the progam is done on a continual basis and will allow us to add additional services if possible for students and parents. Also, in collaboration with community stakeholders, including the local school district, The Chocolate MINT will identify ways to share resources in the future and enter into formal shared services agreements. This will allow for continuity in programs and even further community involvement.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT Foundation's Board of Directors is a volunteer group of community leaders who serve as advisory leaders for the organization. On our board is a member of DeSoto ISD School Board, a local pastor, business leaders, bank managers, a charter school director, and parents. Through there commitment, the Board meets on a monthly basis and holds the organization accountable to the community needs and ensureing alignment to organizational goals.

Additionally, parents have an open door policy with current staff and are able to make suggestions as needed. With the hiring of the FES, parents will be more loosely organized and able to participate in the planning and direction of the program based on their expressed needs.

With existing relationships with DeSoto ISD, the City of DeSoto, the DeSoto Chamber of Commerce and other local stakeholders,The Chocolate MINT Foundation is poised to receive and implement continuous feedback from parents and the community.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT Foundation will host staff meetings bi-weekly. We will provide training for employees to improve their personal and professional skills. This includes but not limited to instructional development, departmental activities, workshops, seminars, computer training, and other professional development activities. All volunteers will participate in a volunteer training as it relates to the code of ethics and organizational policies. Effective professional developments and trainings are the cornerstone of our organization. Since our goal is to improve the achievement of all students, all teachers will be engaged in the process of learning how to improve instruction to meet the needs of all students in the classroom. The path to assist in this goal includes research based topics and presentations. Some of the professional development activities that fall under this include activities that:

- Increase teachers' knowledge of the academic subjects they teach.
- Give teachers and administrators the skills they need to help students meet high academic standards.
- Provide staff with effective strategies to address the needs of diverse learners.
- Promote the use of scientifically based instructional strategies.
- Support the effective use of technology.
- Are integrated with school and/or district improvement plans.

Are classroom focused and sustained over time.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: **The Chocolate MINT Foundation**		
9 digit campus ID#	N/A	Distance to Fiscal Agent (Miles)	0 miles
Grade Levels to be served (PK-12)	K-5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	175

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	The Meadows Elementary School	Woodridge Elementary School	Northside Elementary School	Frank D Moates Elementary School
9 digit Campus ID #	057906106	057906109	057906103	057906108
District Name (if different)	DeSoto ISD	DeSoto ISD	DeSoto ISD	DeSoto ISD
Distance to Center	3.2 miles	4.2 miles	1.6 miles	5.0 miles

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Center of Operations is Monday-Friday from 3:00 p.m.-6:00 p.m. (school year); summer program hours 6:30 a.m.-6:00 p.m. The Program Director will serve as the liaison between the program and the community and will coordinate and recruit students through public forums, speaking engagements at church functions, parent meetings at school, and community functions. The Gorilla Marketing Sttrategies will be our methodology approach. Such strategies are cost effective and customer focused. We will go in the community where the families are and recruit on a continual basis.

Our retention plan consists of providing programs and activities that are enjoyable yet academic based by students and the families we serve. We plan to recruit and maintain certified teachers that can improve the academic achievement of the students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The hours of operations are Monday-Friday from 3:00pm - 6:00pm (15 hours a week). During the summer, the hours of operations are 6:30 a.m.-6:30 p.m. During the school year, our program runs parallel to the DeSoto ISD calendar. Elementary students are picked up from school and arrive at The Chocolate MINT no later than 3:30pm. Upon arrival all students are served a snack. After snack, students, spend time in homework and tutoring where they are monitored by their respective after school teachers and teacher aides. The students continue in tutoring until their homework is completed or until they have grasped the academic concept they may have difficulty comprehending. Even during tutoring and homework, STEAM-centered teaching will be used to reinforce concepts with practical applications i.e. using math in cooking measurements. Completing homework during a dedicated time with tutoring assistance has proven to improve and maintain grades upon entry into the program based on past program success. On Tuesdays, students are introduced to a STEAM centered activity the last 30 minutes to an hour of the after school program (depending on homework completion). On Thursdays, students will participate in some form of physical exercise; primarily boxing.

For the Summer STEAM Camp, parents drop off children as early as 6:30 am and pick-up as late as 6:30 pm. From 6:30 am – 8:00 am students engage in free play. A breakfast snack is then served from 8:00 am – 9:00 am and at the conclusion of breakfast students are grouped by grade for the remainder of the day. Student groups then spend 60-90 minutes rotating between the various STEAM stations for the remainder of the day. For instance, Group A will begin in the science area where they spend between 60-90 minutes (depending on the day) of time dedicated towards science instruction, group science projects such as the Mars Rover community, or individual learning assignments focused on science. During the same time Group B may start with Math instruction for 60-90 minutes each day. These daily rotations of STEAM focus learning are the equivalent of on average 31 hours per week per child. In addition to the academic focus of the STEAM Camp, students participate in edutainment (education and entertainment) field trips twice a week, fun enrichment activities, and outdoor physical fitness.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chocolate MINT Foundation complies with all legal requirements for the protection of the health and safety of the children, youth and teens. All staff will receive training on policies and procedures to ensure the health and safety of the youth. Telephones will be available during hours of operation for emergency situations. On hand are the numbers for fire, police, ambulance, emergency center and Poison Control Center.

Emergency and evacuation procedures and location are posted in visible throughout the center and al staff will be certified in CPR and First Aid.

Our facility does not offer care for ill children. Children, Youth and Teens that are ill and/or present with a fever and/or unable to participate in activities will not be able to stay at facility. Staff who are ill should not work around children in care until they have been determined their illness is no longer contagious

In addition, parents are required to sign students in and out of our facility. A sign in sheet will be posted in the main office. Students will be released to parents and/or guardian unless the parent/guardian sends written consent, at which time, ID will be required from all individuals other than the parents/guardian of the student.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT is able to track students' academic progress through the progress reports sent home via the school districts and the report cards sent every six weeks. By reviewing the progress reports, The Chocolate MINT's teachers and aides are better able to customize the tutoring to meet the needs of each child registered in the program, as well as track student attendance. Additionally, The Chocolate MINT has internal measures for tracking student academic progress through assessments and practice tests that align with TEKS and are in support of STAARs testing. This also serves as a guide to tutors and teachers regarding student achievement. Our assessments are modeled after the work of Dr. Jan Hasbrouck with the Quick Phonics Screener (QPS) which provides an informal diagnostic that is used to plan student's instructional program in basic word reading skills; the 2013-2014 Texas College Reading and Writing Project for primary assessment education (based on the research of Clay, M.M. (2000) Concepts About Print: *What have children learned about printed language?*); for our Math assessments we use PEARSON REALIZE™, which matches the assessments used by the DeSoto ISD School Districts. PEARSON REALIZE™ is also the assessment management system which creates the STAAR test utilized across the State of Texas.

For those students that participate in the boxing enrichment activity, they are given a pre-survey upon starting the program and a post survey at the completion of each semester. This tracks both parents and students' assessment of personal growth, fitness, self-esteem, and the ability to cope with stress and other issues that contribute to behavioral issues.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT Foundation will provide transportation to all students to the program site. Upon arrival, all students will be provided a snack before they start their after-school program. Students will meet in small groups of ten to meet with a tutor to assist with homework. Students will also meet in small groups with tutors for remediation in the areas of math and reading. The Flocabulary Curriculum along with STEAM instructional strategies will be used to educate our students. STEAM will prepare students for the STEAM field and to be able to compete globally.

Twice a week, students will report to our state of the art computer lab with a group leader to increase literacy and to utilize the internet for research related to school work. In addition, all student will be given the opportunity to work in small groups to improve writing styles, skills and reading.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Parent Involvement research conducted by Stark and Redford (2013) substantiates that family involvement impacts children and their respective academic performance. Specifically, children earn higher grades, have better attendance, and attain higher test scores in school when the family is involved in the educational process.

The Family Engagement Specialist (FES) will involve parents in a parallel set of activities designed to strengthen their parenting and household management skills and empowering them to reinforce the messages that the youth are receiving, thereby strengthening the participant's overall family environment. Parents will be required to attend an initial orientation session and monthly meetings to encourage participation in all relevant program activities while reinforcing the messages their children receive. In addition, the FES is available to assist parents with a wide array of social service referrals and crisis intervention strategies. Parents will be encouraged to design individual service plans that embrace lifelong learning opportunities leading to progressive career advancement.

The Chocolate MINT Foundation will offer parent-training which will consist of five two-hour sessions throughout the year. The course will be offered five times per school year for the duration of the project. By design, specific faculty members from each of the schools will be asked to participate at specific evening events providing needed interaction with parents. When teachers see the involvement of parental support they are encouraged and the level of expectations tends to rise to a much higher level (Banks, 2013).

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The family engagement specialist (FES) will provide families recruit students and their parents to the program, as well as providing ways for parent engagement and training. This person will work closely with parents and the Project Director to build a comprehensive program suited to the needs of the entire family, including literacy, financial planning, and best practices with parenting.

The Project Director and FES will act in tandem to identidy community partners and create a recruitment plan for students. Using a plan to present the program to local schools, recreation centers, and via local businesses, the recruitment for students will allow for the meeting of the identified goal.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 12715890534	Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Chocolate MINT Foundation will host parent training workshops in conjunction with Pep It Up! Parent Training Program. Pep It Up! guides parents to center conversation early on college, career and technology with their student. Their program focuses on how Parents can make small mindset changes with action steps that can lead to keeping their student on track for graduation and prepared for the workforce, regardless of their current economic status. Parents create a roadmap with a plan of action, goals, and materials that will contribute to students staying on track with their academic goals. According to the Census Bureau, 27% percent of adults have a bachelor's degree or higher. For the students identified in our feeder schools, the 77% is the lowest rate of economically disadvantaged students served. These are the parents we will be serving; many of whom lack the education and skills needed to secure full-time permanent employment and are forced to piece together part time or temporary work that really does not provide stable income. Although 91% of citizens have graduated high school, some are not working nor attending college; therefore they are at a disadvantage in terms of achieving economic success, thereby reducing the capacity to meet their child's basic needs or to invest in their future.

Additionally, parents will be invited to attend parent training hosted by the DeSoto Police Department that deal with what children, youth, and adults need to know when encountering law enforcement. Parent workshops are planned for five-times throughout the school year. Additionally, parents will be invited to The Chocolate MINT's annual Christmas Candyland. This program is a family-friendly event open to participants and their family designed to provide financial relief to families in need and provide a moment of normalcy and happiness during the holiday season to hundreds of underprivileged "at-risk" children & youth. Families are provided financial relief through the receipt of free toys and food for Christmas. All merchandise is new and free.

Lastly, parent engagement activities will include a children's book reading, where children write, illustrate, and read their own works to parents. Lastly, parents always have the opportunity to volunteer at The Chocolate MINT and within the classroom to build teacher interaction and become an active participant in their child's education.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 12715890534	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

Barrier: Gender-Specific Bias

#.	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias	X	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	X	X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
A99	Other (specify)	X	X	X

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X	☐	☐
B02	Provide interpreter/translator at program activities	X	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	☐	☐
B05	Develop/maintain community involvement/participation in program activities	X	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations		X	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	X	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	X	X
B09	Provide parenting training	☐	X	X
B10	Provide a parent/family center	☐	X	X
B11	Involve parents from a variety of backgrounds in decision making	☐	X	X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 12715890534	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	X	X
B13	Provide child care for parents participating in school activities	☐	X	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	X	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	X	X
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	X	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	X	X
B18	Coordinate with community centers/programs	☐	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	X	X
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	X	X
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	X	X
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	X
C06	Provide mentor program	X	X	X
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	X	X

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 12715890534		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	X	X
C09	Conduct parent/teacher conferences	☐	X	X
C10	Strengthen school/parent compacts	☐	X	X
C11	Establish collaborations with law enforcement agencies	☐	X	X
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	X	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	X	X
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	X	X
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	X	X
D05	Provide mentor program	☐	X	X
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	X	X
D07	Provide community service programs/activities	☐	X	X
D08	Provide comprehensive health education programs	☐	X	X
D09	Conduct parent/teacher conferences	☐	X	X
D10	Establish school/parent compacts	☐	X	X
D11	Develop/maintain community collaborations	☐	X	X
D12	Provide conflict resolution/peer mediation strategies/programs	☐	X	X
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	X	X
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	X	X
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	X	X
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	X	X
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	X	X
E07	Format materials/information published on the internet for ADA accessibility	☐	X	X
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	X	X
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	X	X
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	X	X
F07	Provide training for parents	☐	X	X
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	X	X
G02	Expand tutorial/mentor programs	☐	X	X
G03	Provide staff development in identification practices and effective teaching strategies	☐	X	X
G04	Provide training for parents in early identification and intervention	☐	X	X
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	X	X
H02	Provide staff development on effective teaching strategies	☐	X	X
H03	Provide training for parents	☐	X	X
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 12715890534	Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	X	X
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	X	X
K02	Develop and implement a truancy intervention plan	☐	X	X
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	X	X
K06	Provide before/after school recreational or educational activities	☐	X	X
K07	Conduct parent/teacher conferences	☐	X	X
K08	Strengthen school/parent compacts	☐	X	X
K09	Develop/maintain community collaborations	☐	X	X
K10	Coordinate with health and social services agencies	☐	X	X
K11	Coordinate with the juvenile justice system	☐	X	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	X	X
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	X	X
L02	Establish collaborations with parents of highly mobile families	☐	X	X
L03	Establish/maintain timely record transfer system	☐	X	X
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	X	X
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	X	X
M04	Conduct parent/teacher conferences	☐	X	X
M05	Establish school/parent compacts	☐	X	X
M06	Provide parenting training	☐	X	X
M07	Provide a parent/family center	☐	X	X
M08	Provide program materials/information in home language	☐	X	X
M09	Involve parents from a variety of backgrounds in school decision making	☐	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	X	X
M11	Provide child care for parents participating in school activities	☐	X	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	X	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	X	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	X	X
M15	Facilitate school health advisory councils four times a year	☐	X	X
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	X
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	X
N06	Provide professional development in a variety of formats for personnel	☐	☐	X
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	X
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	X

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	X
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	X
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 12715890534	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **2**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	**X** Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: **X**

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: **X**	No nonprofit students participating: **X**	No nonprofit teachers participating: **X**

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 12715890534	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day

☐ Summer vacation	☐ Other (specify):

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.
☐ There are no differences between the program benefits provided to the public school students and the private school students.
☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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